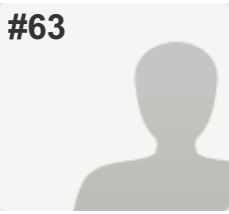


#63

**COMPLETE****Collector:** Web Link 1 (Web Link)**Started:** Monday, January 11, 2016 1:40:21 PM**Last Modified:** Monday, June 27, 2016 4:15:06 PM**Time Spent:** Over a month**IP Address:** 192.119.207.194

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Q1: Name of School District:	Carlisle Community Schools
Q2: Name of Superintendent	Bryce Amos
Q3: Person Completing this Report	Dana Lillis

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Q4: 1a. Local TLC Goal

Attract and retain effective teachers by offering competitive salaries and enhanced career opportunities.

Q5: 1b. To what extent has this goal been met?

(no label)

Fully Met

Q6: 1c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

The Carlisle Community School District has long held the goal to recruit and retain the best and the brightest teachers and leaders. Retention rates average 95% (excluding retirees). The 15-16 school year was not significantly different with a 96% retention rate. Exit interviews indicate teachers leave the district because of family relocation and/or assuming teaching positions closer to the family home. 86% of the teachers leaving the district have assumed teaching positions in other districts which indicates they are satisfied with their career choice.

All teachers on the evaluation cycle met or exceeded the standards for teaching during the 15-16 school year. The average yearly attendance for teachers for the 15-16 school year was 92.8%. Carlisle teacher salaries are at or above the state average. Sixty-four teachers applied for 56 teacher leadership positions in the spring of 2015. All but one position were filled for the 15-16 school year. All but one current teacher leader chose to continue in their leadership position.

Q7: 2a. Local TLC Goal

Promote collaboration by developing and supporting opportunities for teachers to learn from each other.

Q8: 2b. To what extent has this goal been met?

(no label)

Mostly Met

Q9: 2c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

All teachers in Carlisle are a part of a collaborative team. A primary goal for Collaborative Team Leaders (CTLs), positions supported through the TLC System, is to promote and lead collaboration around curriculum, instruction and assessment. 82% of the teachers believe their CTL has been instrumental in coordinating the work of their team (developing assessments, selecting aligned, research-based instructional resources, materials and strategies, and leading data teams). 80% of the respondents agree that collaborative team leaders are instrumental in facilitating meetings that are focused on student learning and instruction.

Mentors collaborate on a weekly basis with their mentee about teaching and learning as well as the technical aspects of the district. 90% of all new teachers reported their mentors listen to concerns, provide helpful feedback and coaching related to teaching and learning. Additionally, mentors and mentees observed in one another's classrooms at least twice during the school year. Mentors and mentees used release time to collaborate after the observation. A district protocol was used to guide the follow-up conversation. 85% of mentors and new teachers reported this collaborative experience had a positive impact on their instructional practices.

Building Learning Coordinators (BLC) support both collaborative teams and individual teachers through cognitive coaching. All collaborative teams and teachers had at least two interactions with a BLC during the school year with many collaborative teams/teachers reporting more than 10 formal interactions. 92% of teachers who responded to a district survey reported feeling supported by their BLC and 63% believe their collaboration with a BLC has directly impacted instruction.

Q10: 3a. Local TLC Goal

Reward professional growth and effective teaching by providing pathways for career opportunities that come with increased teacher leadership responsibilities and involve increased compensation

Q11: 3b. To what extent has this goal been met?

(no label)

Mostly Met

Q12: 3c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

Positions funded through TLC include Mentors, Collaborative Team Leaders (CLTs) and Building Learning Coordinators (BLCs). These positions (56 in all) represent almost 40% of the teachers in the district, however, all teachers have an opportunity to grow professionally and increase their compensation through participation in district-level professional growth opportunities. 73% of district staff (including mentors, CTLs and BLCs) took advantage of district-sponsored professional development during the summer of 2015. Teacher leaders supported collaborative teams as they aligned instruction and resources to the Iowa Core, created unit guides and developed common formative and summative assessments for all courses. Ninety-six teachers, representing every collaborative team in the district collaborated for more than 3,500 hours around curriculum, instruction and assessment during the summer.

Throughout the school year collaborative teams used 30 hours over 32 early release days to continue this work supported by the CTLs and BLCs. Collaborative team meeting minutes document the use of student data to inform instruction. All collaborative teams in the district have gone through at least one data teams cycle.

Q13: 4a. Local TLC Goal

Improved student achievement by strengthening instruction.

Q14: 4b. To what extent has this goal been met?

(no label)

Somewhat Met

Q15: 4c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

The primary goal of the District's TLC system is improved student achievement for all students by improving instruction. Collaborative teams use formative and summative assessment data to analyze student learning, assess the effectiveness of instruction and identify appropriate interventions and instructional strategies that have a high impact on student learning. All collaborative teams have analyzed Iowa Core Curriculum and identified essential learning targets for each course. Collaborative teams continue to develop and refine units of instruction and District Benchmark Assessments for their respective courses. This work is ongoing as part of the continuous improvement process. The district will use 15-16 District Benchmark Assessments as baseline data.

The ACT was given to all juniors during the 15-16 school year. Results will be used as baseline data.

The number of students electing to take an Advanced Placement exam increased by 54% between 14-15 and 15-16 with 105 students taking 171 exams compared to 68 students taking 111 exams in 14-15. This increase is attributed to the implementation of Pre-AP strategies at the middle school level and increased number of advanced courses at both the middle school and the high school. The success of Pre-AP and advanced course work is attributed to team collaboration, embedded professional development and the support and feedback from teacher leaders.

The impact of TLC as measured by Iowa Assessment proficiency data is inconclusive. 85.2% of all students in grades 3-11 were proficient in reading, math and science for the 15-16 school year compared to 85.6% of all students proficient in the 14-15 school year.

K-3 FAST data increased from 69% students meeting benchmark in September, 2015 to 76% students meeting benchmark during the spring (2016) testing period. The growth is attributed to the work of the collaborative teams, led by Collaborative Team Leaders with support from Building Learning Coordinators, both positions new this year with the implementation of the TLC system. With the support of BLCs and CTLs, each building restructured RTI plans as well as refined core instruction.

In addition to building level and collaborative team support, BLCs were in at least 80% of all classrooms on a weekly basis. Classroom visits served as the basis for informal reflective conversations between teachers and BLCs as well as formal coaching conversations.

PAGE 4: Put any goals you wish to report on, but do not directly align with state TLC goals, on this page.

Q16: 5a. Local TLC Goal	<i>Respondent skipped this question</i>
Q17: 5b. To what extent has this goal been met?	<i>Respondent skipped this question</i>
Q18: 5c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)	<i>Respondent skipped this question</i>
Q19: 6a. Local TLC Goal	<i>Respondent skipped this question</i>
Q20: 6b. To what extent has this goal been met?	<i>Respondent skipped this question</i>
Q21: 6c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)	<i>Respondent skipped this question</i>

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Q22: 7. Based on the results of your data analysis, what adjustments might you consider TLC implementation. (Please note this is not an official plan change). If you would like more information on how to submit an official plan change please use this link or contact Becky Slater.

- 1) We will provide additional training for mentors so they can provide support for new teachers beyond the technical aspects (e.g., learning policies and procedures, etc.).
- 2) We will increase the support for new teachers by offering an additional pre-service orientation focused on the teaching and learning structures within the district. Mentors and BLCs will also participate in this orientation.
- 3) We will provide collaborative team leaders with additional training in facilitating meetings and data teaming.

Q23: 8. Please share anecdotal evidence/stories that demonstrate how the implementation of TLC has impacted your district.

"I feel like a better teacher here at Carlisle because I am constantly interacting with my team, asking questions of my mentor, and learning in PLCs! If a lesson doesn't go well I have six other teachers I can get ideas from for the next day. If a lesson does go well I have six teachers I can share it with! I feel like I am constantly improving my teaching. This has led me to be more confident in myself allowing me to open up and share more with my team! I am so excited for next year!" ... Experienced Teacher New to Carlisle in 15-16.

"BLCs have provided me with research-based strategies, challenged my thinking and served as a listening ear. I had no idea the impact an instructional coach or teacher leader could have on my teaching." ... Experienced Carlisle Teacher

Q24: Please check each of the following boxes, indicating your agreement to continue to meet these requirements:

Minimum Salary – The school district will have a minimum salary of \$33,500 for all full-time teachers.

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Selection Committee – The selection process for teacher leadership roles will include a selection committee that includes teachers and administrators who shall accept and review applications for assignment or reassignment to a teacher leadership role and shall make recommendations regarding the applications to the superintendent of the school district.

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Teacher Leader Percentage – The district will demonstrate a good-faith effort to attain participation by 25 percent of the teacher workforce in teacher leadership roles beyond the initial and career teacher levels.

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Teacher Compensation – A teacher employed in a school district shall not receive less compensation in that district than the teacher received in the school year preceding implementation of the district's TLC plan.

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Applicability – The framework or comparable system shall be applicable to teachers in every attendance center operated by the school district.